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FOR S/GWI - NATIKA WASHINGTON

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SUBJECT: HONDURAS PROPOSALS FOR S/GWI SMALL GRANTS
INITIATIVE

REF: 09 STATE 132094

¶1. Summary: Post is pleased to submit for the consideration of the Department two proposals for funding by the Secretary's Office of Global Women's Issues (S/GWI) small grants initiative. We believe these projects, if funded, will promote women's political, economic, and social advancement in Honduras. The coup d'etat on June 28, 2009, which removed democratically elected President Manuel "Mel" Zelaya Rosales from office, resulted in the deterioration in the protection of human rights especially for vulnerable groups, including women and children. Either of the below programs would help reverse this disturbing trend caused by the coup d'etat.

¶2. (Summary continued) The project proposals are by Christian Children's Fund of Honduras and Catholic Relief Services. Both organizations are known to the Embassy and are international organizations working seriously in Honduras. We believe both proposals meet the technical requirements set forth in refTel paragraph 5, including identification of a problem, summary of the proposed program, proposal of specific activities, outcomes and performance measures identified, a detailed budget, and a description of the organization.

¶3. (Summary continued) The below proposals do not exceed 6 pages when presented in their original format (single-spaced, 12 point Times New Roman font). Each complete proposal is listed below in the order in which we believe the proposal best meets the requirements outlined in refTel paragraph 8 and best fits our other assistance efforts in Honduras. USAID will monitor any project approved for Honduras. End Summary.

FIRST CHOICE: Christian Children's Fund of Honduras
(CCFH)

¶4. A goal of our 2009-2013 Country Assistance Strategy (CAS) is to provide alternatives for at-risk youth. The CCFH proposal is complementary to our CAS because it addresses the population of girls aged 10-14 that are at risk of sexual abuse and dropping out of school. The proposal is practical, because it includes direct involvement of mothers and will work in the community of Santa Barbara to strengthen the safety net available for girls in need. We believe the CCFH program fits well for the S/GWI small grants program by addressing innovative ways to ensure the safety of girls while in school and to keep girls in school. Finally, the

CCFH reinforcement of the "safety net" available to girls is complementary to our FY 2011 Mission Strategic Plan (MSP) goal of promoting decentralization and helping to provide key health and educational assistance at the local level.

15. The project is entitled "Girls 10-14 Years Old Safe and Protected in their Community" in the Municipality of Santa Barbara, Honduras. Honduras is a country with a predominantly young population. The group of adolescents aged 10 to 19 years represents about 23 percent and the age group from 10 to 14 years, 12 percent of the total (Note: National Institute of Statistics 2006; Honduras, Population Projections 2001-2050. Volume 1. End note). Regarding gender, the percentage of adolescent women 10 to 14 years is 49.5 percent. This pre-teenager phase has great psycho-social significance in the development of the individual, while in the course of it, girls experience important changes in their growth and development, and thus face problems that are very different to those they face at a younger age or later.

16. As a general trend, it is this age group which tends to start unhealthy life styles, such as initiation of early sexual relations leading to unwanted and high risk pregnancies, sexually transmitted infections and HIV/AIDS, as well as violence, and the use of drugs, tobacco, and alcohol. According to the National Survey of Epidemiology and Health 2001, teens first have sex on average at the age of 16.7 years for men and 18.3 years for women. This presents teen pregnancy as a public health problem, as 18.3 percent of girls aged 15 to 19 years have had at least one child, and the majority of children who die are children of young women.

17. In the specific area of the municipalities of Santa Barbara, as per the community participatory diagnosis that Christian Children's Fund of Honduras implemented with diverse groups of young people and adolescents in the municipalities of Santa Barbara, a significant element of great value and importance in the life of young teens, which was proposed by them was "the sexual abuse and ill-treatment of young women and adolescents in the family and community." They noted that this problem had been made invisible through time either by cultural patterns or other causes, including lack of enforcement of the child protection laws, lack of complaints, family disintegration, inadequate communication between parents, mothers and their children, lack of information or misinformation about this stage of development, lack of education and work opportunities for young people, problems to address gender issues, household overcrowding, poor educational counseling programs and publicity which often prompts young people to develop risky behaviors, among others.

18. According to the view of mothers and daughters (10 to 14 years) from Santa Barbara, collected by Christian Children's Fund of Honduras for purposes of preparing this proposal, the following major findings were obtained: (i) adolescents demand from their mothers more confidence, good communication, understanding and affection, freedom, personal life advice, and support in their homework; (ii) mothers expressed as major concerns in relation to their teenage daughters: that they might become pregnant at an early age, that they do not accept advice or guidance, the negative influence of their peers, the danger they are exposed to when left alone at home or when they go to school are any other place in the community. Moreover, they expressed concern about the fact that they may receive abuse at home, specifically from parents who drink alcohol. This situation is aggravated in the opinion of the same mothers, in school, while teachers do not address adolescents appropriately or show privileges amongst the girls.

19. In the educational aspect, the national school coverage decreases as they move to the higher grades and levels. In the case of the Department of Santa Barbara, according to the initial enrollment for year 2009, school coverage by gender

shows a higher percentage in the female population aged 6 to 11 years compared to men. Conversely, in the population aged 12 to 14 years, the percentage is higher in the male population. Moreover, in both cases, with advancing age, the coverage reduces from nearly 100 percent at the age of 10 years to between 52 to 54 percent at the age of 14. The following were found as the most influential factors for this situation: repetition in the early grades of basic education, over-age (due to repetition, dropout, and late entry to school), the remoteness of schools, and the level of insecurity of the roads by which they walk daily to school, absenteeism at certain times of the year, and poor support they receive at home regarding homework, especially in the area of Spanish.

¶10. In the face of this problem, Christian Children's Fund of Honduras proposes as the project objective to "contribute to improve the family and social conditions of security in which girls aged 10 to 14 years develop, so that they grow in an environment of respect, comprehension, and protection, at the family, school, and community level." To achieve this, Christian Children's Fund will focus its work in two levels of intervention simultaneously implemented: (i) communication and relations between adolescents aged 10 to 14 years and their mothers; (ii) the community and school environment in which the adolescent develops, by strengthening the existing safety net at the municipal and community level.

¶11. Regarding the first level of intervention, an interactive guidance package will be produced, made up of six thematic modules. Overall, the thematic that will be developed is the following: two modules for girls aged 10 to 14 years: the first one will address the topic of adolescence as a time of great changes and challenges, and the second will address emotional health; two modules for the mother: the first one will address the topic of adolescence, changes and challenges, and the second will address the risks

teenagers are exposed to during their adolescence, and how to prevent them; one module intended for mothers and daughters, which will deal with the issue of assertive communication between mother and teenage daughter; a module addressed to school teachers will address the topic of what adolescence is, and how to improve and support an assertive communication in school and at home.

¶12. The package will be socialized and shared with other organizations and networks working on this issue, such as COMCORDE, HONDUSALUD, among others, in order to publicize it and promote its future use by other organizations. Moreover, after the project ends, the product will be implemented by Christian Children's Fund Honduras in other municipalities in which it implements programs in the departments of Santa Barbara and Francisco Morazan.

¶13. Regarding the second level of intervention, the operation of the Safety Net will be strengthened in relation to the care of the situation of adolescents aged 10 to 14 years. The Net is an organizational structure promoted by Christian Children's Fund in the municipalities in which it works, and is based on the Child Protection Policy of Christian Children's Fund (which takes as inspiration, the rights of the child). The Net aims to monitor compliance of this policy through actions of prevention and care for children at risk in all environments in which it operates, strengthening community and institutional mechanisms and emphasizing that the protection of children is everyone's responsibility.

¶14. Presently, Guide Mothers, the Area Development Association of Santa Barbara, technical staff of the Association, representatives of health centers and schools, and the child ombudsman of the municipality are participating in this Net. This Net will be strengthened with the integration of representatives of the Adolescence and Youth Movement promoted by Christian Children's Fund and the extent of its operation as well. To this end, the members of the Net will receive support in the development of a Municipal

Plan of Action, which will involve the various stakeholders in the analysis of the potential risks that adolescents aged 10 to 14 years are exposed to at the various social spaces (community, school, family). In turn, this is operational through community action plans with activities addressed to disseminate children's rights and particularly that of adolescents, to disclose the Safety Net and its work, as well as institutions for children protection at the municipal and national level, to improve attendance and retention of girls in school (such as school patrols, and support of the families in their homework), to prevent dangerous situations in their transportation to school and in the entire community, among other activities. This experience will be documented to be conveyed to other development associations supported by Christian Children's Fund Honduras and other NGOs.

¶15. The project has a duration of 18 months and will be implemented in 32 communities of the municipality of Santa Barbara, department of Santa Barbara, Honduras. To support the implementation of the project activities, a female coordinator will be hired preferably, who will facilitate management of this topic with the different groups. She will work on a full-time basis, and will be responsible for planning, implementing, monitoring and evaluating the project activities.

¶16. The beneficiaries are 2353 girls aged 10 to 14 years and 1662 women aged 18 to 65 years in 32 communities of the municipality of Santa Barbara. The project objective is to contribute to improve the family and social conditions of security in which girls aged 10 to 14 years develop, so they grow in an environment of respect, comprehension and protection.

¶17. The first result is that there is an interactive package that facilitates the guidance processes to improve relations between the mother and daughter, and thence with the school and community environment. The indicators for this result are 2000 copies of the interactive package made up of five modules, reproduced and ready for implementation and 30 non-governmental organizations, staff of the secretary of

health and education, and the municipal governments working with Christian Children's Fund. The activities for this result will be: designing the objectives and developing the contents of the modules that will make up the interactive package; designing and developing printed materials: printed guide for the facilitator, workbooks for the girls, mothers, and teachers; graphic design of printed material; designing methodological scripts for the production of six audio programs (30 minutes each); validation of the printed and audio material; production of audio material; reproduction of the interactive package (printed and audio); socialization of the interactive package with diverse audiences NGOs, municipal authorities, health sector, education sector and development associations).

¶18. The second result will be that the community safety net is strengthened and implements and monitors annual action plans. These will be evaluated in coordination with community organizations of social auditing. The indicator will be that 100 percent of members of the Net are trained and implementing a plan of action, monitoring and evaluation. The activities will be: socialization of the project to the Safety Net of the municipality of Santa Barbara, municipal authorities of education and health; training of members of the Safety Net on thematic protection policies and minimum standards for schools, status of adolescents, among others; training on the Net and on preparation of the plan of action that includes the exploration of the situation of adolescents aged 9 to 14 years (for example, a risk map in the various fields in which the adolescent develops); training to teachers on minimum education standards and development of the community plan of action, development of events organized by the Net at the municipal level; workshops monitoring the progress of the execution of the plan of action by the Net committee; documentation of experience

¶19. Christian Children's Fund Honduras is a non-profit association, neither political nor religious, established in Honduras since December 1982, with legal entity No. 189, and sponsored by Christian Children's Fund International, an organization based in Richmond, Virginia. Christian Children's Fund is presently implementing two projects with funding from USAID Washington. One aimed to achieve the EFA goals called "EQUIP2 MIDEH") an agreement between Christian Children's Fund and AED in the amount of \$1,769,000 (2 years), and the other, "Child Survival", a direct agreement between Christian Children's Fund International and USAID Washington in the amount of \$1,750,000 (4 years). Moreover, the national office manages decentralization projects of health services with funding from the condoned foreign debt, amounting to \$466,313 (1 year).

¶20. The total proposed budget is USD 100,00. The salaries will consist of USD 1,447 for a program manager; USD 1,266 for a finance manager; USD 1,104 for a child and youth program specialist; USD 14,202 for a project coordinator; for a total of salaries and wages of USD 18, 019. The fringe benefits will be USD 4,985. The constancy for the preparation of the interactive program contents for girls, mothers and teachers will cost a total of USD 7,900. Travel and transportation will be comprised of USD 2,340 for travel expenses for the coordinator; USD 700 travel expenses for the child and youth program specialists; USD 9990 for fuel and maintenance of a motorcycle assigned to the project coordinator for a total of USD 4,030. The cost of workshops will be USD 250 for socialization events, USD 1,578 for training workshops of the Net members; USD 400 for a training workshop for the preparation of the Plan of Action; USD 520 for training to teachers on minimum education standards; USD 550 for events organized by the net; USD 600 for follow-up meetings of progress and execution of the Plan of Action; for a total of USD 3,898 for workshops. The total cost of supplies will be USD 44,717 with USD 300 for office materials and USD 44,717 for layout, production and reproduction of the interactive program materials. The total indirect costs are USD 16,451 overhead (19.69 percent).

SECOND CHOICE: Catholic Relief Services

¶21. The goal of increasing retention of girls in primary school is in direct support of our broader assistance efforts in Honduras. The 2009-2013 CAS's "Investing in People" goal clearly demonstrates our commitment to promoting public-private partnerships to improve education and the CRS proposal fits nicely within this overall strategy and the location of the program, Choluteca, is an area known to have problems with girl retention rates in school. We also note that the indicators proposed are very easy to quantify and monitor.

¶22. The project is entitled "Secure Education for Girls." Girls face a number of obstacles with respect to enrollment, retention and moving beyond primary grades in rural Honduras. According to the 2003 Millennium Challenge report for Honduras, there was an overall increase in student enrollment between primary school and secondary school. This is not the case in the department of Choluteca, whose enrollment rate is only 40 percent, placing it 13th of 18 departments. During 2008, the enrollment of girls was lower than that of boys in the early grades in the department of Choluteca. In grades 7-9, the enrollment of girls was higher but still less than fifty percent.

¶23. Many girls also drop out. The drop-out rate in Choluteca is about 20 percent above the national average. The main reasons why girls drop out include girls being sent to work to support family, sexual initiation during adolescence leading to teenage pregnancies and violence at home and school. At home, girls are subjected to violence by their parents and other relatives. At school, girls may be

subjected to violence and sexual harassment by some of their peers or even from a teacher. This decreases motivation to stay.

¶24. Poor achievement, repetition and lack of seeing the relevance of school contributes to lack of retention. In 2006, Choluteca reported a sixth-grade gross graduation rate of 88 percent of the 12 year-old population in the department. However, this figure masks the disturbing fact that only 34 percent of students graduated on time without having repeated at least one grade. Proficiency rates in mathematics and Spanish in the department average just 36 percent, well below the national average of 52 percent. At the same time, girls who complete grade 6 late, due to repetition or having entered late to grade 1, are more likely to drop out or discontinue.

¶25. In the rural areas, access to secondary education remains very limited. For children in more affluent urban areas, graduation from sixth grade is usually followed by enrollment in formal secondary schools that provide education from grades 7-12. While the government is trying to help primary schools make the transition to Basic Education Centers (BEC) that also provide lower secondary education in rural areas, many primary schools have yet to make this transition; in 2007, of the 11,453 educational centers offering primary education, only 14.9 percent were BECs. The limited number of BECs means that they are often located far from children's homes and often along dangerous routes. They face risks when they travel from their homes to the BECs because the distances to walk are great and the girls usually walk alone. Girls, in particular, face a combination of pressures that limit their likelihood of making a successful transition, including physical security issues surrounding their movement to distant BECs. Any successful effort to address this problem will need to use flexible strategies that can confront multiple reasons why girls do not go, do not stay and do not continue their education.

¶26. CRS intends to use the funding to conduct targeted interventions to increase retention and security of girls in primary schools and BECs in rural areas of the municipalities of Choluteca and Marcovia, in the department of Choluteca. The project will begin in October 2010 and end in December 2011. CRS is requesting \$99,841 for this 15 month project.

¶27. The total budget is USD 99,842. The budget consists of USD 32,550 for personnel - \$32,550; USD 9,114 for fringe benefits; USD 3,500 for consultant Fees (baseline, final evaluation); USD 4,596 for travel and transportation; USD 32,859 for other direct costs; USD 4,200 for supplies; for a total of USD 86,819 for direct costs. Indirect costs will be USD 13,023 (NICRA @ 15 percent).

¶28. CRS will build on its current work in the Choluteca department, located in the south of Honduras. Choluteca is selected because it lags behind national indicators for education quality and achievement. Project activities will target 3,100 girls in two municipalities: Choluteca and Marcovia. However, they will also indirectly benefit 2,000 children, 200 parents, 100 teachers and 50 school administrators. The main focus will be with the 3,000 girls enrolled and 100 who left the education system. Working with children, parents, teachers and administrators is essential in improving the level of retention and security of girls. The geographic zone and targeted population are as follows: Department: Choluteca; Municipalities: Choluteca and Marcovia; Basic Education Centers (BECs): 20; Girls in BECs: 3,000; Parents: 200; Boys in BECs: 2,000; Girls out of the formal education system: 100; Teachers: 100.

¶29. The project will create important synergies with interventions by Caritas Choluteca and CRS while supporting the Ministry of Education to improve the achievement of EFA goals in Choluteca. The proposed project will coordinate interventions with the USAID funded project, MIDEH.

130. The project goal is to increase girl's grade level attainment in the department of Choluteca. The first objective will be increased enrollment and retention of girls in school, in grades 1-9 in 20 BECs. The second objective will be to promote integration of girls who are outside the education system and provide access to educational opportunities by means of traditional and nontraditional methodologies.

131. This project will promote the enrollment and retention of girls through four mutually reinforcing strategies; general awareness in the community of the importance of girls' education, providing direct support to girls with low academic attainment, training and organizing girls and parents, and training and organizing teachers and schools by . It will raise awareness by conducting a census, participatory diagnosis and engaging in media. It will support girls with low attainment by tutoring girls, training on life skills, training in adolescent reproductive health and increasing the girls' self-esteem. It will train parents by developing a curriculum for parent education, organizing and mobilizing parents, providing training on violence, and organizing security patrols and mobilizing municipalities. It will provide training and organize teachers and schools by addressing gender sensitivity, having a dropout prevention and response team (DPRT), holding workshops with teachers and administrators on security, providing training on gender-based violence and providing training on retention and permanence.

132. As part of the strategy, the project will also involve parents to support girl's education. This component will begin with the development of a curriculum for parent education that aims at raising awareness of how parents can support, monitor and advocate for the education of their children as well as include a component on gender sensitivity and girl's education. CRS with Caritas Choluteca will organize and mobilize parents to work with BECs to implement strategies to improve enrollment and retention of students. Other key partners will be school teachers, who will be responsible for providing academic support to girls acting like tutors to their peers. In addition, the municipal councils will perform important roles, supporting media campaigns and complementing project efforts to supply incentives to those girls benefited with tutoring. To ensure cooperation of education authorities, CRS and Caritas will sign an agreement with the departmental director of education in order to work together to increase retention, reduce dropout and improve safety for girls attending school.

133. As part of the response strategy, a Dropout Prevention and Response Team (DPRT) should be organized in every school, which could be integrated by the principal, a teacher and two parents. CRS proposes a three-step intervention approach to support a girl who is at risk of dropping out: In terms of support, immediate contact is made with the school DPRT to begin understanding the situation more clearly. The

specifics of the case will be identified , tasks will be assigned, and there will be development of a coordinated plan (including responsibilities, expectations and terms). The working plan implementation will consist of contacting the student, family, teachers and friends in order to begin applying strategies in a realistic way to keep the girl in school or to bring the girl back to school.

134. Teams of teachers will work with parents and administrators to identify girls at risk of dropping out of school because of insecurity in order to implement strategies to keep them in school. Also, the project will promote parental involvement by organizing security patrols to escort girls who live further away from the BEC. In addition, the project will develop educational activities with children to promote the reduction of gender violence among boys and girls.

135. The project will develop a security manual for girls who go to school. Parents will be trained on this manual and will receive a copy through the school. They will also be

taught the importance of investing in girls' education as an effective means to combat poverty. Girls who are educated are more likely to receive higher wages as adults, marry later, have fewer children, be healthier and have increased decision making power. It is also more likely to ensure educated mothers educate their own children, thus helping to prevent child labor in the future.

¶36. CRS will develop a public awareness campaign on the situation of girls that have dropped out of school and illustrate the importance of having them return to school. This campaign will build off of the general campaign that will be developed under Objective I. CRS and Caritas Choluteca will undertake targeted outreach to municipal councils and parents to raise awareness and engage community members directly in the project's initiatives to bring girls back to school. For example, project staff will hold open "cabildo" (municipal assembly) meetings with parents and local authorities to promote the right to education and to demonstrate the impact of education on human development, emphasizing in particular the importance of girls' education and gender equity.

¶37. There will be a public awareness campaign on the importance of reintegrating girls who have left school. There will be meetings with parents of girls who are out of school. Incentives will be delivered to promote the reintegration of girls to education. The incorporation of girls above school age, who are out of school to alternative programs such as Educa todos Maestro en Casa and Tutoring Learning System (SAT) will be promoted. (Note: Maestro en Casa is a secondary education radio-learning program of the Catholic Church's Instituto Hondureño de Educación por Radio (IHER), which includes a tutoring component. End Note.) There will be promotion in municipal councils about the importance of education for girls.

¶38. Caritas Choluteca is currently implementing the alternative learning Maestro en Casa project supporting 70 secondary school students. Through this project, which is implemented under an agreement which the Ministry of Education authorizes, Caritas is providing teaching materials, basic furniture and payment for teachers. CRS and Caritas Choluteca will build upon the strengths, successes and lessons learned from the program "Teacher at Home" (Maestro en Casa), which is based on the use of textbooks and classes through the radio, Monday through Friday. Once a week, students meet with their facilitator (enabler) to clarify questions and enrich the contents developed in the radio class. The program provides opportunities for quality distance education to students facing obstacles and who do not have access to the traditional education system. Maestro en Casa offers accelerated primary education for a period of three years, third cycle of basic education in three years and high school science in two years. Sixty-seven percent of the total enrollment in Maestro en Casa is women.

¶39. The project will promote the return of girls to secondary education as well as retention support in order to remain in school. The project will provide assistance to working girls to help them leave child labor and return to the education system if they are underage or balance their

studies and work if they are legally working. Out of school girls may be brought into BECs or linked to programs such as "Educate All" (Educa todos), "Teacher at Home" (Maestro en Casa) and SAT which are part of the alternative formal system.

¶40. CRS will deliver incentives to enroll these drop-out children, providing materials such as uniforms, backpacks, and basic school supplies. Keeping in mind sustainability, during the project period, CRS and Caritas Choluteca will facilitate the signing of agreements between the BECs and the municipalities to institutionalize these incentives for students in support of larger efforts to combat child labor. Child labor is not only unfair and illegal; it is anti-economic if seen through the perspective of scarce

productivity they would be able to contribute as adults. This is mainly due to the low educational level and physical and mental deterioration these children and adolescents are exposed to, because of the precarious situations they are placed in when not in school.

¶41. One objective will be the retention rate of girls will be increased by 5 percent from 1 to 1.9 grades in the 20 selected BECs. Another objective will be a three percent increase in enrollment of girls in grades 7-9. Other objectives will be the number of people reached by the radio program, the number of girls who receive incentive packages, and the number of girls who return to school.

¶42. The project aims to minimize the number of staff hired for the project and promote collaboration and participation of human resources of the Ministry of Education at the municipal and school level. CRS will be responsible for the recruitment, technical support and product coordination. CRS' implementing partner, Caritas Choluteca, will hire a project coordinator and two facilitators (one per municipality), who will be responsible for the day to day activities of the project, coordination with schools, teachers and municipalities. Caritas Choluteca will receive additional technical support from two senior officers from the CRS/Honduras team who work in this area.

¶43. A participatory risk assessment will be used and data will be shared with participants and monitored throughout the life of the project. Identification of risk factors and girls at risk will be used by the Dropout Prevention and Response Team to target girls. Measurement of progress and achievement indicators is an essential component of this project and will be used as a management tool. CRS will ensure that the goal and objectives of the project are adequately monitored and evaluated, by putting in place a strong design, monitoring and evaluation system which complies with strict quality standards. This CRS designed monitoring and evaluation system is comprised of validated methods and tools and will be adapted to conform to project information needs.

¶44. The monitoring and evaluation plan will use standardized data collection methods for the project, including the various monitoring instruments needed to track project progress and the achievement of the project goal. The plan will not only enable project implementers to track progress toward achievement of the goal and objectives, but will also provide a means to monitor the timely provision of inputs and to assess the quality and effectiveness of the resulting outputs. As such, the monitoring and evaluation plan will also serve as a project implementation-tracking tool. As a result of monitoring activities, a quarterly report will be submitted to the donor. These reports will be reviewed at regular staff meetings and adjustments to the project will be made based on the information being provided. In this way, project staff will use the monitoring and evaluation system as a management tool, in order to effectively implement all aspects of the project.

¶45. Project monitoring will use both qualitative and quantitative methods. Quarterly participatory monitoring meetings will be held in the field to assess project progress based both on the annual implementation plan and the project's indicators. This will provide an analysis of the actions and decision making to improve the quality of the activities being implemented, and at the same time, measure

the achievement of indicators. CRS will design and use monitoring and recording tools to ensure quality documentation of progress and achievements. Through the monitoring and evaluation system, CRS and Caritas Choluteca will have documented the experience during the 15-month project including lessons learned. This will give the local partners hands on experience in developing or strengthening monitoring and evaluation systems and building from the lessons learned.

¶46. Founded in 1943, Catholic Relief Services is one of the world's largest, most respected international relief and development agencies. In 2008, CRS had an annual program value of USD 639 million, with 93 percent of all donations going directly to programs. The agency works with non-governmental and governmental partners, and is committed to providing support to vulnerable families based on need. CRS' education programs, with an annual value of USD 35 million, assist more than one million children in more than 60 countries to go to school. The agency currently has over 200 education staff, supported by four technical advisors based around the world. These advisors provide technical support to country programs implementing education programs, share lessons learned across regions, liaise with donors and practitioners, and build the capacity of field-based education staff. CRS works primarily through local NGO partners who have a deep understanding of local contexts and have developed strong relationships with communities.

¶47. CRS has worked in Honduras since 1959, and last year had a program value of USD 4.7 million. In 2007 alone, CRS/Honduras helped secure access to education for 32,400 primary and secondary students in 630 schools in two of the country's poorest departments, Lempira and Intibuca. In 2009, CRS is leading a consortium of NGOs to improve primary school management and teaching for more than 104,000 students in Choluteca and Valle departments.

¶48. The implementing partners for this program are the Ministry of Education, including the Educatodos program, and Caritas Choluteca. CRS/Honduras has established strong working relationships with Ministry at the national and departmental level, including in Choluteca, which will provide a strong platform from which to launch this project. Educatodos has developed its own curriculum for targeting students with special learning needs, and works with accredited teachers to create educational action plans for adolescent children. Caritas Choluteca is part of Honduras' national caritas network and focuses its interventions on justice, agriculture, emergency response human rights, education and health.

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